

# Fables

... a story that teaches a lesson

... characters are animals

... animals talk

## Many things to think about before writing a fable:

Moral – a lesson

Animals

Animals' names

Setting

Introducing the animals/characters

Dialogue between characters

Sequencing events of the story

Conclusion of story/moral

## Writing the Story

### Beginning

Setting

### Middle

Introduce Characters

Problem

Events

### End

Conclusion

Moral

### Marks are awarded as follows: (see below)

1. Description of Setting – **5 marks**
2. Interesting Plot – **5 marks**
3. Writing process – planning, draft, refining, proofreads final draft – **5 marks**
4. Language – punctuation, spelling and grammar – **5 marks**

## The Ant and the Grasshopper



On one fine summer's day in a field a Grasshopper was hopping about in a musical mood. An ant passed by bearing along with great toil an ear of corn he was taking to the nest.

The grasshopper invited the ant to sit for a chat with him. But the ant refused saying that "I'm storing up food for winter". " Why don't you do the same?" asked the ant to the grasshopper.

"Pooh! Why bother about winter?" said the Grasshopper; we have got enough food at present." But the Ant went on its way and continued its toil.

Finally, when winter came, the Grasshopper found itself dying of hunger, while it saw the ants distributing corn and grain from their storage.

Then the Grasshopper understood that...

It is best to prepare for the days of necessity.



# Fables

	5	4	3	2	1
<b>Setting and characters</b>	Skillful, creative description of setting, characters	Good description of settings, characters	Adequate description of setting, characters	Setting and characters stereotypical, lacks originality	Vague description of setting, characters lack personality
<b>Plot</b>	Interesting, creative plot; original ideas, makes for sustained interest	Plot is developed adequately; some originality	Correct sequencing of action but unoriginal, predictable	Plot is weak and unclear, some gaps in sequencing of action	Plot poorly developed; significant gaps in sequencing of action
<b>Use of the writing process: Plans, drafts and refines the text, edits first draft and proofreads final draft</b>	Excellent use of the writing process has produced a refined final draft. Proof reading has eliminated mistakes	Good use of writing process; evidence of progressive improvement in writing piece, mistakes still evident	Has used the writing process but has not translated it into a well-developed piece of writing	Some use of parts of writing process (very basic planning or evidence or editing of first draft) but many errors still remain	Little or no proof reading or editing done: writing still has many uncorrected errors
<b>Language use: punctuation, grammar and spelling</b>	Excellent use of language; correct sentences, punctuation and spelling. No errors in subject-verb concord	Creative use of language; mostly correct sentences, punctuation and few spelling errors. One or two errors in subject verb concord	Most sentences are correct; some errors in language use, punctuation and spelling. Several errors in subject-verb concord	Sentence structure fair but very basic; several errors in language use, punctuation and spelling. Has not grasped subject-verb concord	Poor sentence structure; many errors in punctuation and spelling. Many errors in subject-verb concord; understanding compromised